Examiners' Report
Lead Examiner Feedback

January 2022

Pearson BTEC Nationals
In Travel & Tourism (20207K)
Unit 1: The World of Travel & Tourism

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Grade Boundaries

What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link:
http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html

Awarding BTEC qualifications in 2022

Ofqual has set out their plans for awarding qualifications in 2022 and intend to return to a normal, pre-pandemic, approach to grading standards over by 2023. They have confirmed that 2022 will be a transition year, to reflect that we are in a pandemic recovery period and students' education has been disrupted.

Our guiding principle and approach to awarding BTEC qualification results in 2022 will be to ensure parity in relation to the approach being taken for GCSE and A level learners. BTEC courses have a different structure and design to academic qualifications - BTECs are modular

qualifications (with assessments taking place throughout the course) compared to GCSEs and A levels which are linear (assessed and awarded at the same time at the end of the year), and therefore our approach needs to be different.

In 2022 we will return to the usual method of calculating BTEC qualification results, however adaptations including, U-TAGs and reduced internal assessment, are in place to provide a comprehensive package of support for students.

The basis of our awarding approach to BTECs this year is to ensure it is as fair as possible for all learners. We will use a range of evidence to set grade boundaries for the external units. Part of this evidence will be to closely monitor learner performance in all assessments that contribute to learners' final qualification grade, to ensure parity with A level and GCSEs.

Further information can be found on our website and via our Social Media channels.

Unit 20207K: The World of Travel & Tourism

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	**0**	**11**	**20**	**29**	**38**

Introduction

This is the second available series for this unit, with around 2600 learners sitting the paper.
There were about 350 exception scripts– where extra sheets had been used or responses had been typed – a larger percentage were typed than is usual.

The responses seen showed some understanding of most of the specification content.
Less well understood was the understanding of command words, particularly in the extended response questions - Analyse, Discuss and Evaluate. Individual question comments will address this.

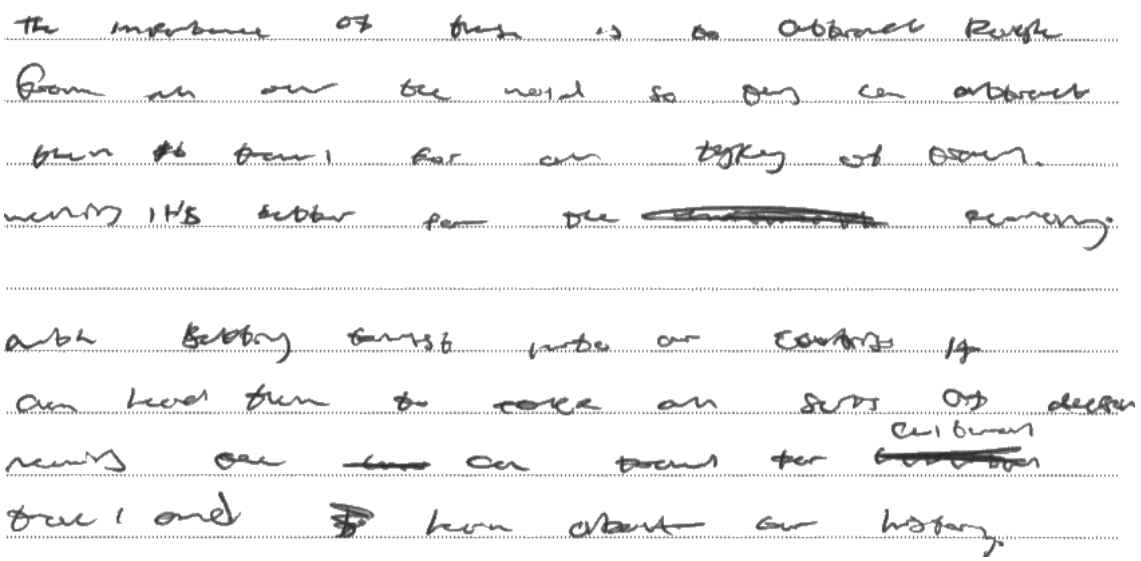
Most learners did attempt most questions, though some blank and short responses were seen. It was good to see some very well-structured responses with conclusions in the longer questions which are only needed for questions with the command word evaluate.

Some learners used extra paper. It is good practice to put 'continued on extra paper' on the answer book to signpost this. Some learners who used extra sheets did not have enough time to finish the paper, so time management was an issue for them.

Some of the learner writing was extremely difficult to read, and occasionally illegible. When examiners cannot read an answer, although every effort is made to do this, marks could be lost. Sometimes, this was due to a pale colour ink used. Learners should complete their answers in black.
This is an example of poor writing which a marker would really struggle to read.

(d) Evaluate the importance of UNWTO and VisitEngland in supporting the UK travel and tourism industry.

(12)

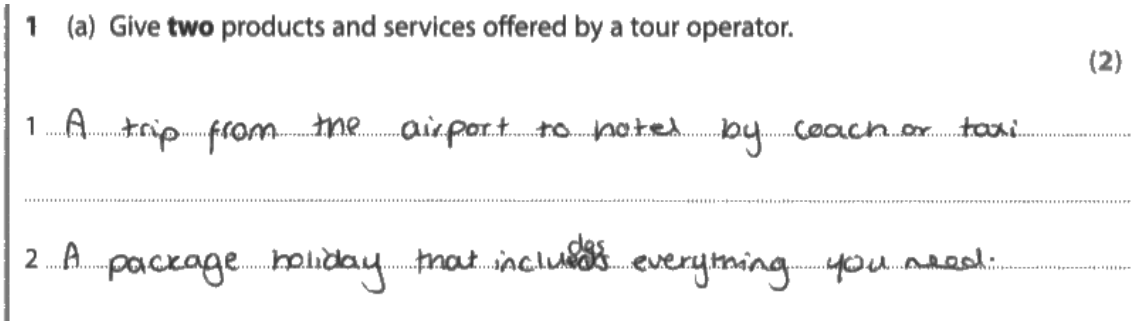


This report will now outline performance of each question in turn and add sample answers where appropriate to support these comments.

Individual Questions

Question 1a)
This question was generally well answered. This question asked for two products/services of a tour operator. Most learners were able to gain both marks here by giving two component parts of a package holiday – flights, accommodation, transfers, excursion. Marks were also awarded for a type of holiday (but this would only be credited once) and for the services provided in resort e.g., welcome meetings and whilst booking – e.g., helplines.
Generalised and vague services such as '*giving good service*' ' *meeting customer needs*' '*giving advice*' were not awarded marks - more specific product or services are required in this question.

This answer was awarded both marks.


1 (a) Give **two** products and services offered by a tour operator.

(2)

1 A trip from the airport to hotel by coach or taxi

2 A package holiday that includes everything you need.

Question 1b)
Two possible aims of a tour operator was the focus of this question. The information that a tour operator is a private sector organisation was also given in the introductory stem to question 1.
Many learners missed the point that it is a private sector company so gave an aim such as ' *to sell holidays',* which is actually a role, or just '*to give good customer service'* or ' *to ensure needs are met*'. These are too vague as they are not linked to image enhancement or increased market share.
The most popular correct response was '*To make a profit'.* Learners found the second one more difficult, but '*to improve image/reputation*' was another acceptable answer. '*To make money/more money*' was not accepted as it is too vague. Learners should have stated *'to increase turnover'* which is better.
It is good practice (as in B1 of the specification) to prefix aims of organisations with To... e.g. 'To increase market share' .
Similarly - ' *to attract customers'* would not be awarded a mark as this is

too vague – response needs to say '*to attract repeat/new customers* and this links then to increase in market share.
Incorrect responses also included the products/role of the tour operator, so similar answers were given to those in 1a) ' to produce package holidays' – no mark. or generic answers such as' to keep customers safe' were also not credited. Answers could be either generic or specific to a tour operator.

This response was awarded 2 marks.

(b) Give **two** aims of a tour operator.

(2)

1 To make profit

2 To increase market share

Question 1c) i)
Learners found this question difficult, and many were unable to focus their answers. There was much repeating of the information and data given in the table. There were very many vague suggestions such as *'they should use it to make more accommodation'* which would not be awarded any marks.
This response was awarded no marks as no use for the data was given.

(c) (i) Explain **one** way the accommodation sector in Europe could use this information.

(2)

To see how many tourists go on holiday and how long they stay in hotels.

Responses given relating to <u>when</u> people visit is also irrelevant as this is not shown on the table. VFR tourists don't tend to use accommodation so reference to this in answers was also incorrect. Planning for staffing was not credited as there is no information on times of year/seasons.....
The question asks for how the data could be **used** by the accommodation sector. They key word here is use. To be awarded marks, the learner needed to identify a specific piece of data from the table, such as '*holiday tourists are by far the largest number'* then how this could be used – e.g. ' *so they should increase the number of family rooms to cater for this larger market*'.

This response was awarded 2 marks

(c) (i) Explain **one** way the accommodation sector in Europe could use this information.

(2)

the accommodation sector could see that Business visitors are spending the least amount of night so what they could do is cater to them directly by offering the things like free-wifi. coffee Conferss suite in their hotel to get them t

to stay there...

Question 1c) ii)
Statistics which were repeated with little analysis would only be awarded up to 2 marks as the analysis would probably be '*higher than... lower than...'*
Learners who gave reasons for the differences, such as longer distance, cost of flights, number of different destination types in Europe, length of stay, multiple holidays, more choice of travel method would have been awarded higher marks.

Most learners missed the fact that the statistics were in 1000's i.e. missing the k in table. Analysis of how low the figures are was actually irrelevant in most cases.
Learners were not penalised for misstating statistics but it is more meaningful if larger numbers had been used in their analysis- imply putting k would have been enough.

Many generalisations and incorrect assumptions were made for example *'Europe is for the beach and does not have as many cities as North America'*
'*The weather is better in Europe than North America' 'the hotels aren't as*

nice in North America'
Learners who analysed at a higher level would have mentioned ideas like *'working from home/technology/zoom so less need to travel for business'.*

This response was awarded 5 marks. Correct reasons for the data were given.

1.(c) (ii)

There are many more outbound tourists from the UK travelling to Europe rather than North America, this is because at the minute people from the UK can travel freely to Europe whilst those travelling to America would need to pay extra for a visa, and the flights to America will be far more expensive. So the reason many more tourists chose Europe is because it is a lot cheaper than going to North America.

In both North America and Europe the statistics all follow a similar trend, the majority of people go for a holiday and the least travel for business, whilst VFR is in the middle. Yet, VFR has the highest average number of nights, followed by holiday then business. Even though less people travel for VFR than a holiday they stay longer because its likely they will stay with their friends or family for free, so they can just stay as long as they like whilst people there for a holiday have to pay for each night they stay there. People there for business are usually just there for a meeting or conference, so they don't stay any longer than they need to.

Question 1d)
The word **implications** in the question means 'effects on' or 'consequences for'... Some learners interpreted it as 'problems'....
Implications should have been evaluated for Maple Tours not North America –so *'more visitors spending money there*...' is incorrect.
Some learners also interpreted the holidays to North America being short breaks also (but the question does not say this)
As the command word for this question is Evaluate, a conclusion is required. This may be in favour of the proposal or not.

This response was awarded 7 marks.

(d) Evaluate the implications for Maple Tours of this proposal.

effects

(10)

There is an increase in demand for holidays to North America as well as an increased popularity of city breaks which means that if Maple Tours were to start offering holidays to North America they are likely to be successful. However, since they specialise in short breaks they need to be careful about what they offer in their North American holidays as people ~~usually~~ usaully go to America for longer than a short-break.

The fact that fewer traditional beach holidays were taken in 2016 is good for Maple Tows expansion into North American holidays because people usually go to America for the cities not the beach. However, there was a 9% increase in visits to Europe which is a higher increase than to America; Europe also has some great cities with lots of historical heritage and cultures. So instead of offering holidays to North America they

could just offer more city breaks to Europe which would be easier and maybe more successful.

The new flight routes from regional airports in the UK makes getting to America more accessible which increases the chances of getting lots of customers to go on the North America holidays that Maple Tours wants to offer. However, you can only get to America (easily) by plane and if you have a fear of flying then that is an issue but to get to Europe you can also go by train and boat so Maple Tours should focus on offering city breaks in Europe.

In conclusion. Maple Tours are going to have implications of making sure they design the right type of holiday for America which could be difficult for them and make sure that demand is high enough. Maple Tours would be better off not offering holidays to North America and focus on offering short-city-breaks in Europe.

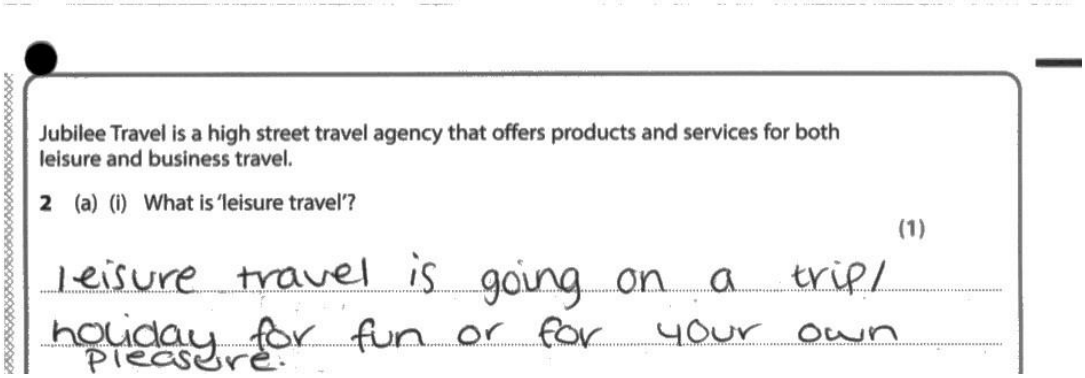
Question 2a) i)

This was a very well answered question, and most learners achieved the mark here.

The most popular definition included the word 'relaxation' which along with fun/pleasure/enjoyment were all credited.

Repeating the question – 'when you go away for leisure reasons' or ' not for work' were not accepted.

This response was awarded one mark.



Jubilee Travel is a high street travel agency that offers products and services for both leisure and business travel.

2 (a) (i) What is 'leisure travel'?

(1)

leisure travel is going on a trip/ holiday for fun or for your own pleasure.

Question 2aii)

A well answered question asking for an example of business travel.

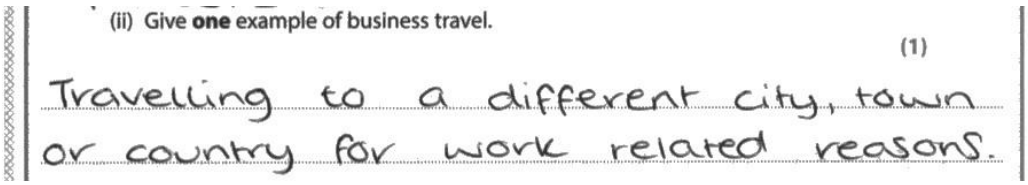
Most learners gained the mark here.

Meetings/conferences were the most popular answers, though "*signing a contract*', or answers that additionally gave the place travelled to for the business reason were also credited.

'Travelling for work/business' was not accepted as an answer as there is no example.

Corporate travel – is the same as business travel – not an example so would be awarded 0 mark.

Example below of an incorrect response which was awarded 0 mark as no example was given.



(ii) Give **one** example of business travel.

(1)

Travelling to a different city, town or country for work related reasons.

Question 2b)

The role of ABTA was not well understood. Many learners just repeated or gave variations of the code of conduct – such as 'ensuring standards are met….' So were not awarded mark.

There was lot of confusion with the role of CAA/ATOL with very many responses saying 'bring people home' for a variety of reasons. Repatriation was only credited if linked with the ABTA travel agent having an ATOL licence /or going bankrupt.

Other responses gave 'refunding customers' for a variety of reasons – problems on holidays etc – ABTA could only refund in the case of the travel agency/tour operator going bankrupt.

Roles such as the ABTA Arbitration service were known but sometimes not understood – *'solving problems' 'when things go wrong' ' in case of a crisis'* were often given. The Arbitration service is actually for customers to take their complaint if not resolved by the travel agent/tour operator.

Roles of Trade Associations, Government departments and regulatory bodies are covered in B2 of the specification, although only brief roles are given here, these should be applied to the relevant organisations as given in the components list.

Learners are recommended to be more specific when giving roles as vague responses are unlikely to gain marks. E.g., 'give refunds (0 mark) but '*giving refunds if travel agency goes bust* ' (1 mark) Similarly financial protection (0) *'financial protection for customer if travel agent goes bust'* (1)

'Ensuring customers are safe' – no mark awarded - ABTA themselves do not ensure customer safety it's the organisation customers are travelling with/the accommodation you are staying in that is responsible for safety standards.

A correct answer, which was awarded both marks is shown here.

(b) 1- They arbitrate between customers and travel agents or tour operators

2- They lobby the government when new laws or legislations come in

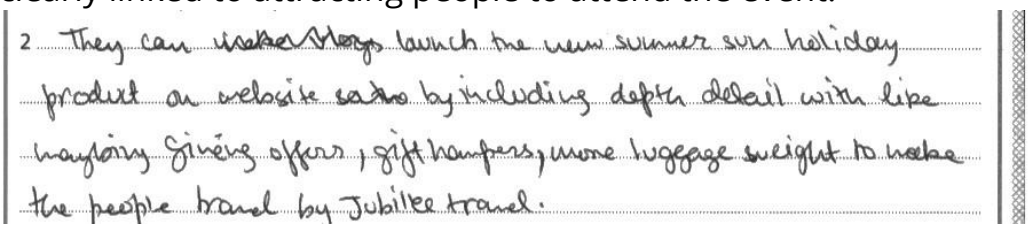
Question 2c)

Many learners misunderstood command word here which was **describe** – which means give more detail- as in this question. Many learners answered the question as **explain** – why are you using this way? E.g. *'as lots of young people use social media'* which would not be awarded a mark.

There were many repeated ways – adverts online and adverts on social

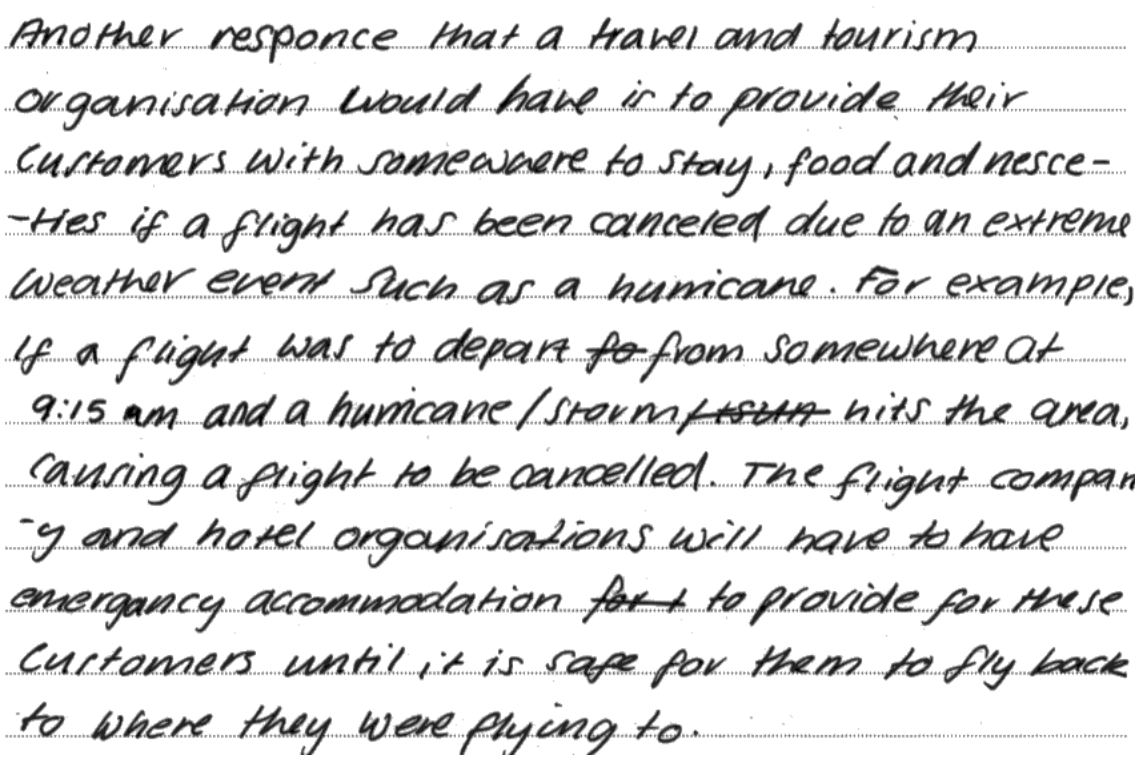
media which would be awarded 1 mark only
Very few learners gave details or linked the way they had chosen to **attracting customers to attend the event**.

This is the second part of a response which was awarded both marks as detail of what the website could contain were given, even though still not clearly linked to attracting people to attend the event.


2 They can ~~make~~ launch the new summer sun holiday product on website same by including depth detail with like mapping giving offers, gift hampers, more luggage weight to make the people brand by Jubilee travel.

Question 2d)
Very many learners simply suggested flights home, compensation, or refunds… Many did not name organisations who would do this.
ATOL and ABTA would not repatriate customers in this case – only in cases of business failure not extreme weather.
Free holidays/discounts in the future were not awarded marks.
Many learners also answered from a '*protecting their reputation*' point of view, which was not discredited, but was not really the focus of this question. The immediate response of the different organisations such as tour operators, accommodation providers, transport companies….to a hurricane or similar extreme weather event as listed in D2 of the specification– not just bad weather/heavy rain.

This is part of a correct answer that was awarded 5 marks.


Another responce that a travel and tourism organisation would have is to provide their customers with somewhere to stay, food and nesce-ities if a flight has been canceled due to an extreme weather event such as a humicane. For example, if a flight was to depart ~~to~~ from somewhere at 9:15 am and a humicane / storm ~~itsith~~ hits the area, causing a flight to be cancelled. The flight compan-y and hotel organisations will have to have emergancy accommodation ~~for~~ to provide for these customers until it is safe for them to fly back to where they were flying to.

Question 2e)

In this question the command word **implications** not well understood.

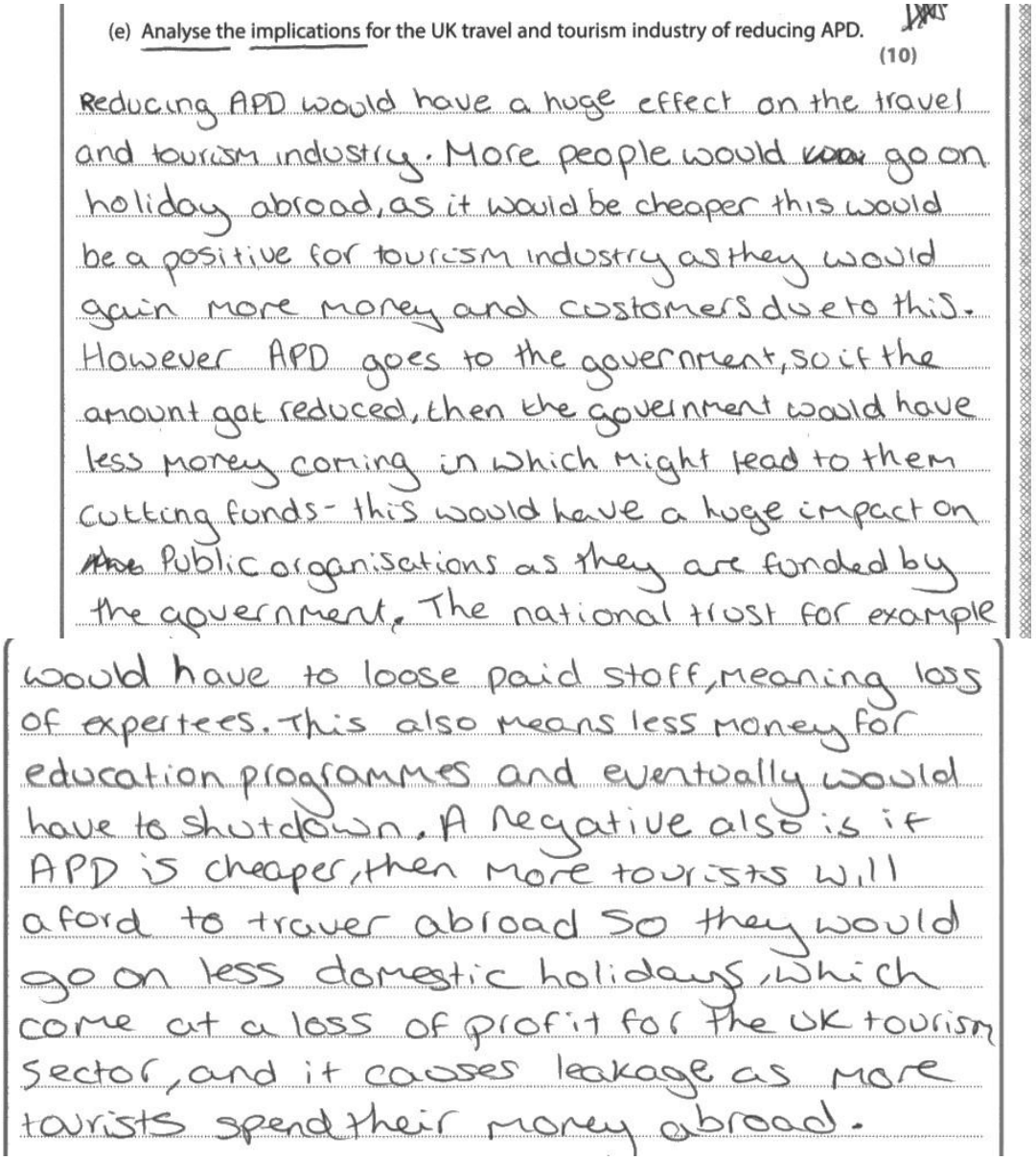
Many learners answered the question and had missed the 'reducing' part of the question and compared the current UK APD tax to France and Germany.

Another misconception was that APD tax goes to airlines or airports, so reducing it would mean *'run-down facilities' or 'less flights.'*

'More people will fly' was a popular positive implication. 'The government will lose money' was a popular negative implication. However, these learners did not make the connection of more passengers paying less APD may not actually lose government any money.

As the question asked for the implications on the travel industry, the money earned/lost by the government should be related to travel – not *'less money for benefits'* or *'funding the NHS/education'*. Those learners who realised this were able to suggest '*lost funding for National Parks or public sector attractions'.*

This response has correctly included both outgoing and domestic tourism in the analysis and was awarded 6 marks.



(e) Analyse the implications for the UK travel and tourism industry of reducing APD. (10)

Reducing APD would have a huge effect on the travel and tourism industry. More people would go on holiday abroad, as it would be cheaper this would be a positive for tourism industry as they would gain more money and customers due to this. However APD goes to the government, so if the amount got reduced, then the government would have less money coming in which might lead to them cutting funds - this would have a huge impact on Public organisations as they are funded by the government. The national trust for example would have to loose paid staff, meaning loss of expertees. This also means less money for education programmes and eventually would have to shutdown. A negative also is if APD is cheaper, then more tourists will aford to traver abroad so they would go on less domestic holidays, which come at a loss of profit for the UK tourism sector, and it causes leakage as more tourists spend their money abroad.

Question 3a) i)
Generally well answered, most learners correctly giving the name of a National Park – the Lake District being the most popular – or a natural attraction in their own local area e.g. Roseberry Topping (a hill in the North East of England) .
Incorrect responses here included no name – e.g. 'mountains' 'beaches' or more often 'Stonehenge' which is not a natural visitor attraction.
Others had not read the question and gave non-UK examples such as Niagara Falls, Mount Everest…

Question 3a) ii)
Generally well answered, many learners giving a valid named heritage attraction such as Buckingham Palace, Windsor Castle, Walls of York.
Stonehenge was also credited if given for this part of the question.
Incorrect responses included unnamed attractions such as ' stately homes' or historical/heritage museums which were credited in 3a) iii).
Sometimes heritage not in the UK was given such as the Taj Mahal - due to them not reading the question which says 'in the UK'.

Question 3a) iii)
Generally, well answered with many learners correctly giving named theme parks as their answer such as Alton Towers, Drayton Manor or Thorpe Park. Any named museum, Sealife Centre, zoo or safari park were also credited here.
Incorrect responses included cinemas, festivals, exhibition centres - A visitor attraction must have its primary purpose as tourism – not food, films…
The Shard was not awarded a mark – as its primary purpose is offices/hotel
Other named hotels were not awarded a mark -these are the accommodation sector not the visitor attraction sector.

All three marks would be awarded to this response.

3 (a) Complete the table with **one** named example for each type of visitor attraction in the UK.

(3)

Type of visitor attraction	Named example
Sport	Emirates Stadium
Natural	(i) The Lake District
Heritage	(ii) Rochester Castle
Purpose built	(iii) Thorpe Park .

Question 3b)

Question said '**at** the attraction' so answers mentioning websites, online booking, google maps were not credited. The question also said '**use**' so both the technology and its use had to be stated for the mark to be awarded.

Learners who gave a use with no technology would not be awarded the mark e.g. 'to cut queuing' – no mark - but if they had said '*e-tickets to cut queue times at entrance'* they would have been awarded the mark. Technology on its own also needed a use to be given e.g. ' ipads' – no mark but 'ipads showing information about exhibits' would be awarded one mark.

This response was awarded two marks

1one use of techonlogy in vistor attraction could be interactive displays that shows a map of the location and provides infomation on the history of the site .

2 another way techonlgy can be used is by using apps at theme parks to calculate queue time at rides this means the vistors can see which rides have the shortess queues from the other side of the park

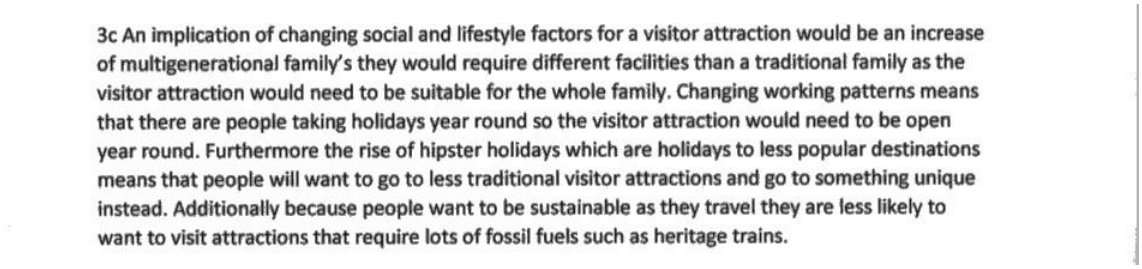
Question 3c)

This was a poorly answered question. Implications should have been for visitor attractions not for customers.

Changing working patterns was interpreted as earning more money or changing hours/days of work to be able to afford/time to visit attraction- which if applied to more staffing, opening hours etc at a visitor attraction, would be credited.

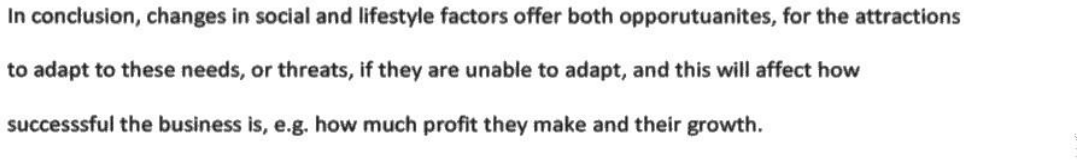
Social was sometimes interpreted as 'social media' and also occasionally 'socialising' or even 'antisocial' or 'social distancing'.
Covid related lifestyle changes were credited where related to trends - especially the increased popularity of outdoor/active visitor attractions both during and post-pandemic.
Many learners considered visitor attractions in general – not different types, so when a factor such *'the rise in the grey market'* was correctly given, the implications were too generalised.

This response identifies several factors and trends. There are also some implications given, and it was awarded 5 marks.



3c An implication of changing social and lifestyle factors for a visitor attraction would be an increase of multigenerational family's they would require different facilities than a traditional family as the visitor attraction would need to be suitable for the whole family. Changing working patterns means that there are people taking holidays year round so the visitor attraction would need to be open year round. Furthermore the rise of hipster holidays which are holidays to less popular destinations means that people will want to go to less traditional visitor attractions and go to something unique instead. Additionally because people want to be sustainable as they travel they are less likely to want to visit attractions that require lots of fossil fuels such as heritage trains.

The command word discuss does not need a conclusion, but the one given here coherently summarise the whole answer showing higher level skills. Conclusions like this should be given in questions with the



In conclusion, changes in social and lifestyle factors offer both opporutuanites, for the attractions to adapt to these needs, or threats, if they are unable to adapt, and this will affect how successsful the business is, e.g. how much profit they make and their growth.

command word evaluate.

Question 3d)

The role of Visit England and Visit Britain was confused but some learners showed good knowledge of the Visit England website, and what is on it. Their promotion role is mainly to domestic tourists though.
Many learners simply wrote out the information given again and said 'this is good'.
Very few learners evaluated the negative importance of the two organisations – most thought that both are important in promoting the UK.

This response did evaluate both organisations and have a conclusion, so was awarded 7 marks.

(d) Evaluate the importance of UNWTO and VisitEngland in supporting the UK travel and tourism industry.

(12)

UNWTO supports the UK travel and tourism industry by producing statistics and data that organisations in the industry can use to help predict demand and ~~the~~ make their products suitable to their customers needs. However, it is not that important to the UK ~~trave~~ travel and tourism industry because it isn't about specifically promoting the UK like VisitEngland is.

VisitEngland gives lots of advice and suggestions to domestic and inbound tourists about where to go and what to do. This supports the UK travel and tourism industry because it promotes organisations in the UK for people to go to. However,

Sometimes these suggestions aren't for everyone and only appeal to a certain type of people which may mean that there are potential customers for the UK who end up going somewhere else.

The UNWTO is important because it encourages tourism education and training which means the domestic and inbound tourists to the UK can have a better customer experience because the people working in the industry are ~~education~~ educated and trained. However, the ~~to~~ UNWTO can not enforce this training and it is often expensive so people often don't do it.

In conclusion, the UNWTO and VisitEngland are both important in supporting the UK travel and tourism industry because ~~they~~ the UNWTO offers data that can be used by organisations to improve customers experience and VisitEngland promote destinations and activities that are within the UK which encourages domestic and inbound ~~tourists~~ to go there.

Summary

General advice to learners

1. It is important to manage time well. The paper has 75 marks to be completed in 90 minutes. There are six extended response questions on the paper with marks ranging from 8 to 12 marks. In total these are worth 56 marks in total, so the most time, at least one hour, needs to be spent on these questions.

2. An understanding of what is expected for each of the command words in the paper is important. A conclusion is required if the command word is evaluate, and both aspects of the scenario or issue need to be considered for higher marks. A list of command words that can be used in the external examination can be seen in the specification content section of Unit 1.

3. Implications – this term in questions was often interpreted as difficulties/problems whereas there could be positive implications/effects/consequences too

4. Read the question and stem carefully, for example in question 1c)i) which was **use the data**, and in question 3b) which was **at** a visitor attraction

5. Learn the roles of major organisations in the industry, particularly ABTA and CAA/ATOL, as understanding of any of these may be tested in either short answer questions or within an extended response question. N.B. FCO is now FCDO – Foreign, Commonwealth and Development Office

6. Be able to give examples of key named organisations from the different sectors of the travel industry and make sure that the examples are correct – e.g. 3a) attractions **in the UK.**

7. Make sure to apply all answers to travel and tourism organisations – do not give generic answers that could apply to any business – e.g. 'going bust' 'losing jobs' – say what sector, and why....

8. This is a Level 3 paper, so responses such as '*more money*' or '*more customers*' are very vague and non-specific. Learners need to refer to '*increased income/turnover*' and '*wider range of named customer types*' and why proposed actions may lead to these outcomes....

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